



WRITING YOUR MONTANA STATE-FUNDED GIFTED EDUCATION GRANT



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Use Arrow Keys to navigate slides





GRANT BASICS

The school system's gifted education plan must be uploaded into the G/T E-Grant application.

Demographic data and screening measures:

- Number of identified students per grade
- Gifted numbers should focus on 5% - 10% of school population

The grant may target any group of academically gifted students in the school system and does not need to include all identified students





E-GRANT BASICS

For specific instructions on completing the Gifted Education Grant in the E-Grant system, click the grey box located on the upper right hand side of the E-Grants screen.

[Click for Instructions](#)

Note: The district's Authorized Representative (AR)- (usually the district superintendent) will enter the grant in the E-Grants system.



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ENROLLMENT AND PARTICIPATION TAB

(Data pre-filled from the district's AIM Data)

Overview	Contact Information	Funding	Application Pages	Budget Pages	Assurances	Amendment Description	Submit	Applic Hist
Enrollment and Participation				Selection Criteria		Objective and Activi		

District and G/T Identified Enrollment and Participation

A. District Enrollment

Total enrollment for each grade level in your district. (imported from AIM as of 4/20/2010)

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
19	19	25	20	21	20	25	24	27	23	28	26	27	304

B. Gifted Student Identification

Number of gifted students IDENTIFIED for each grade level. (imported from AIM as of 4/20/2010)

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
			1	1	4	4	3	2	1	1	2	1	20

Identified gifted students are percent of total enrollment from Section A.





ENROLLMENT AND PARTICIPATION TAB (CONT'D)

(Data entered locally)

Enter the number of identified gifted students per grade level that will be served by this grant project in section C.

C. Gifted Students Served By This Project

Enter number of identified gifted students SERVED by this project at every applicable grade level. Enter zeros for grade levels not served.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="11"/>





ENROLLMENT AND PARTICIPATION TAB (CONT'D)

(Provide the following information)

D. Programming Committee

Indicate number of representatives on the LEA's Programming Committee. (Check all that apply and enter number of members in each category selected.)

<input checked="" type="checkbox"/> Parent(s) <input type="text" value="1"/>	<input checked="" type="checkbox"/> Teacher(s) <input type="text" value="2"/>	<input checked="" type="checkbox"/> Principal/Administrator(s) <input type="text" value="2"/>	<input type="checkbox"/> Counselor(s) <input type="text"/>
<input type="checkbox"/> Other (specify)			

E. Screening, Identification and Placement Committee

Indicate number of representatives on the LEA's Screening/Identification/Placement Committee. (Check all that apply and enter number of members in each category selected.)

<input checked="" type="checkbox"/> Teacher(s) <input type="text" value="2"/>	<input type="checkbox"/> Principal/Administrator(s) <input type="text"/>	<input checked="" type="checkbox"/> Counselor(s) <input type="text" value="1"/>
<input type="checkbox"/> Other (specify)		

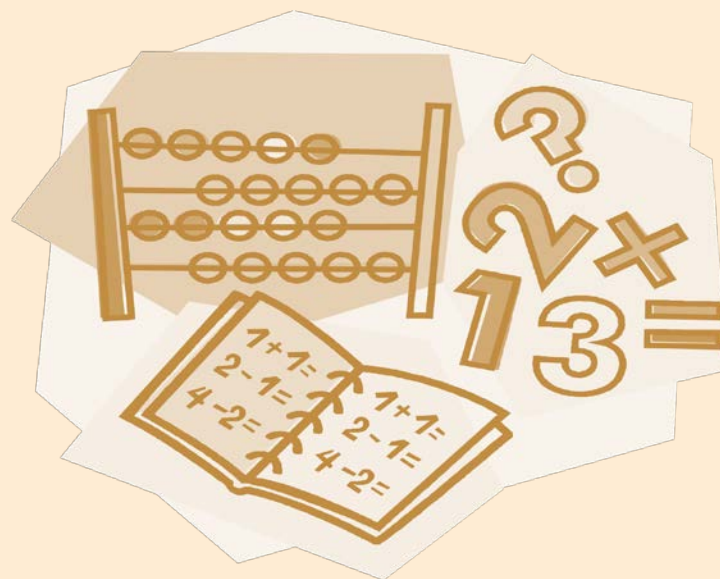




SCREENING

Use multiple measures

- IQ
- Achievement
- Teacher Observation
- Valid and reliable checklists





SELECTION CRITERIA TAB

Overview	Contact Information	Funding	Application Pages	Budget Pages	Assurances	Amendment Description	Submit	Application History
Enrollment and Participation			Selection Criteria			Objectives and Activities		

Selection Criteria Click

This LEA uses multiple criteria to select students for the program, including: (check all that apply, multiple selection criteria must be provided)

☒ Test Scores: Specify the test(s) used in the selection process.

	Test Name	Cut Off Score*
<input type="checkbox"/> Group IQ Test(s)		
<input checked="" type="checkbox"/> Individual IQ Test(s)	SAGES-2	120
<input checked="" type="checkbox"/> Achievement Test(s)	MAPS	224
<input type="checkbox"/> Creativity Test(s)		

**Test cut-off scores should not be absolutes but should serve as guidance to the placement team as they examine all data collected and used in the decision-making process.*

☒ Observation Tool(s): Specify the type utilized in the selection process.

☒ Teacher Checklists ☒ Parent Checklists ☒ Self Checklists ☐ Peer Checklists

List names of all Observation Tools used, e.g. Harrison Observation form, Renzulli Hartman Rating Scale, etc.
(0 of 1000 maximum characters used)

☒ Student Grades

☐ Student Products/Portfolio (specify)





STUDENT NEED DATA

Data from assessments identify the student need.

Think of the assessment as a pre and post test.



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NO MORE “GOLDDILOCKS” SURVEYS

Data indicating student need must be objective data.

No student, parent, or teacher opinion surveys will be accepted.



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WHAT DOES A NEED STATEMENT LOOK LIKE?

Student data [name of data source and date] reveals that [statement of problem] *(including number or percent of students)*.

Examples:

[The Science CRT administered at grade level, spring of 2014], reveals that [only 50 percent of the students identified as gifted in science are achieving 90 percent or better].

The spring MAP (Measures of Academic Progress) Achievement Status Growth reports indicate that only 35 percent of the identified gifted students are meeting their yearly target growth.

MAP scores of spring 2014 reveal that 80 percent of the identified gifted students are scoring two grade levels above their grade level, indicating a mastery of grade level material, but are not meeting or exceeding their growth on the Achievement Status Growth report.





MEASURABLE OBJECTIVES

Objectives are specific, measurable steps taken to reach the goals. Measurable objectives are developed from existing data (something already measured) and answer the following questions:

[How many, and which students] will [achieve what], [in what time frame] as measured by [test, survey, etc.]

Examples:

[One hundred percent of K-12 students identified as gifted in science] will [achieve 90 percent or better] [by spring 2015] [on the Science CRT administered at the grade level of their challenge (usually 2-3 years above their enrolled grade level)].

Eighty-five percent of the identified gifted students will meet or exceed their growth targets as measured by the spring 2015 MAP testing.

Eighty percent of the identified gifted students will continue to score at least one grade level above on the MAP assessment and will meet or exceed their growth goals.





STRATEGIES (INTERVENTIONS)

Strategies are the general approaches taken to achieve the objectives.

How will you achieve the measurable objective?



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EXAMPLES OF STRATEGIES

Student Services

Subject Acceleration, Curriculum Differentiation, Secondary Level Program Options (e.g., AP/honors classes/seminars/dual enrollment, etc.), Individual Long-Range Learning Plans

Staff Professional Development

Job-embedded professional development (high-quality) by implementing learning circle study groups with teachers in gifted education and differentiation in content areas.

Professional development that addresses the needs of gifted and talented students.





OBJECTIVES AND ACTIVITIES TAB

For assistance with writing Measureable Objectives, click on the Instructions tab on the Objectives and Activities page.

Overview	Contact Information	Funding	Application Pages	Budget Pages	Assurances	Amendment Description	Submit	Application History	Page_Lock Control
Enrollment and Participation				Selection Criteria		Objectives and Activities			

Measurable Objectives [Click for Instructions](#)

FOR ASSISTANCE, SEE "WRITING MEASURABLE OBJECTIVES" IN THE INSTRUCTIONS.

Objective No.

1. Specify the data source, date and data that identify the STUDENT NEED to be addressed with the grant funds.





MEASUREABLE OBJECTIVES: AN EXAMPLE

Objective No.

1. Specify the data source, date and data that identify the STUDENT NEED to be addressed with the grant funds.

Date: (mm/yyyy format) Date must be during the application year or the school year prior to the application year.

Data Source and Data: (445 of 500 maximum characters used)

Spring 2013 MopntCAS data from the science assessment demonstrates that grade 8 and 10 students identified as gifted and talented scored an average of 272.33 on the science section of the MontCAS with 245 being the lowest score and 286 being the highest score. Four of the six students in the test group scored below 286. The trend line indicates that students are not gaining toward the goal of 290 for those identified as gifted and talented.

2. Based upon analysis of the data clearly state the IDENTIFIED STUDENT NEED including supporting data. (493 of 500 maximum characters used)

Students scored lower than expected in science and scores do not demonstrate significant growth. It is expected that all students identified as GT would score in the 290 to 300 range. Specific areas of focused are: 1. Formulates hypotheses within the context of a scientific investigation. 2. Distinguishes between testable and non-testable hypotheses. 3. Explain the importance of controlling variables in an experiment. 4. Record and interpret data taken

3. Identify the INTERVENTION that will be implemented to address the identified student need. (499 of 500 maximum characters used)

Students will participate in Science Olympiad. They will be given a wide range of projects and areas of study that will involve the scientific process. Qualified teacher/coach(s) will provide support for students as they experiment, collect and analyze data from varied sources, build projects, gain background knowledge, and compete in Science Olympiad. Students will participate in science skill builders to prepare for the Science Olympiad competition

4. Measureable Objective: HOW MANY and WHICH STUDENTS will ACHIEVE WHAT, in WHAT TIME FRAME, as MEASURED BY [data collection instruments or tests]?

Example: One hundred percent of 6th grade students identified as gifted in mathematics will achieve 90% or better on the end-of-the-year Measures of Academic Progress (M.A.P.) Mathematics assessment administered at the 7th grade level by Spring 2013.

How Many (percentage of students served by this objective)

And Which Students (i.e. 6th grade identified mathematics students)

Will Achieve What (desired student outcome)

By What Time Frame (date or time period)

As Measured By (data collection instrument/s or test/s)





STRATEGIES

TO ACCOMPLISH THE DISTRICT'S MEASURABLE OBJECTIVE(S), INDICATE HOW STATE FUNDS WILL BE USED.

Activities/Strategies required to meet the identified measurable objective:

Professional Development: (Optional) Budget in purpose category 22-Professional Development and the appropriate object code for the professional development activity (100, 200, 600)



Professional Development to support student instruction required to meet the identified measurable objective (maximum of 25% of grant funds)

Provide specific information about the professional development, e.g. name, date and location of the workshop and/or presenter and alignment to identified need. (0 of 1000 maximum characters used)

Instruction: (Required) Budget in purpose category 10-Instruction and object codes for salaries, benefits or supplies (100, 200, 600).

Select item(s) below as appropriate to meet the identified measurable objective.



Acceleration

Specify content area(s) aligned to identified need(s): (0 of 500 maximum characters used)



Curriculum Differentiation

Specify content area(s) aligned to identified need(s): (229 of 500 maximum characters used)

Students will be working in Science by participating in a hands on water quality testing on Belt Creek. Funding will be used to provide transportation to and from the sites, substitutes for teachers involved, and supplies needed.



Secondary Level Program Options, e.g. AP/honors classes/seminars/dual enrollment, etc.

Specify: (0 of 500 maximum characters used)



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BUDGET PAGES TAB

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

[Click for Instructions](#)

Total Allocation Available for Budgeting \$1,923

[Description of Purpose Categories and Object Codes](#)

Topic 5:Providing Education Appropriate to Students' Needs

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total GiftedTalented Funds
10-Instruction ▼	1615	308	0	0	0	0	0	0	\$1,923
▼	0	0	0	0	0	0	0	0	\$0
▼	0	0	0	0	0	0	0	0	\$0
Sub Total	\$1,615	\$308	\$0	\$0	\$0	\$0	\$0	\$0	\$1,923

Create Additional Entries

TOTALS	\$1,615	\$308	\$0	\$0	\$0	\$0	\$0	\$0	\$1,923
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SOME THINGS TO REMEMBER

Gifted Grant funds must be used to provide appropriate educational experiences and cause growth for gifted students.

Programs should not be purchased for the entire school, such as AR and AM.

Poets, or Artists in the Schools are enrichment programs that are great for all students, but are not gifted programs.





NEXT STEPS

Have all the information ready for your Authorized Representative to submit.

Start employing your strategies early in the year.

For grant writing assistance or revisions contact:

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